

Studies of Society and Environment (2000)

Years 1 to 10 Sourcebook Guidelines (Part 6 of 9)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 6 of 9.

Foundation Level: Time, Continuity and Change

Level Statement at Foundation Level:		Students are developing an understanding of changes and continuities in people's lives and can communicate about these in a particular communication mode. Students are beginning to respond to information in their environment and can make decisions accordingly. Students are developing an understanding about changes and continuities in their environments and can communicate about these in a particular communication mode.			
Key concepts	Evidence over time	Changes and continuities	People and contributions	Causes and effects	Heritage
	evidence <ul style="list-style-type: none"> photographs home videos artefacts toys pets plants time <ul style="list-style-type: none"> past present in the contexts of <ul style="list-style-type: none"> familiar settings (home, school, shops, park) changes over time 	changes <ul style="list-style-type: none"> in their own lives in others' lives physical (height, hair) ability (talking, walking) levels of responsibility in social environments (routines and procedures, family members) in built environments (new buildings, class arrangement) in natural environments (seasons, trees, animal life) continuities <ul style="list-style-type: none"> in their own lives (coming to school, their name) in routines and procedures home/school travel respite care clubs, hobbies, shopping 	people <ul style="list-style-type: none"> familiar people (family, friends, teachers, taxi driver, nurse) roles and responsibilities of familiar people in particular settings and at particular points in time contributions <ul style="list-style-type: none"> ways people help them ways they help others ways people help each other 	causes and effects associated with <ul style="list-style-type: none"> weather, climate natural, social and built environments people coming and going in daily routines traffic, transport social behaviours and their consequences medication food exercise feelings (anger, happiness) 	traditions and values <ul style="list-style-type: none"> family traditions/celebrations school traditions (old/new) things people of various ages like and value traditional stories special places
Key processes	Investigating	Creating	Participating	Communicating	Reflecting
	Students can investigate by <ul style="list-style-type: none"> observing drawing representing asking questions recognising identifying comparing 	Students can create by <ul style="list-style-type: none"> responding to stimuli applying making representations transferring knowledge/skills 	Students can participate by <ul style="list-style-type: none"> becoming engaged in activities in their social environment contributing to activities in their social environment sharing responding to offers of help helping others asking identified people for help 	Students can communicate by <ul style="list-style-type: none"> listening/viewing speaking/signing describing/giving information following directions through reflex actions, oral/signed responses, physical responses drawing matching 	Students can reflect by <ul style="list-style-type: none"> identifying clarifying using comparing asking questions choosing knowing when they are finished/want something more
Examples of learning outcomes developed from the level statements for Foundation Level					
	TCC F.1 <ul style="list-style-type: none"> Students discuss evidence they bring from their home/family/school. Students identify photographs of themselves at different ages. Students compare people at baby, child and adult stages of life. Students compare representations/ images of different stages of life. Students compare representations of environments at different times. 	TCC F.2 <ul style="list-style-type: none"> Students make collages of familiar natural environments. Students sequence photographs of the construction of a familiar object. Students develop skills for a particular/specific/new responsibility. Students follow routines and procedures. Students match clothing according to weather changes. 	TCC F.3 <ul style="list-style-type: none"> Students contribute to a story about a familiar person. Students respond to teachers' instructions in a variety of environments. Students recognise significant adults in their learning environment. Students assist others in a task. 	TCC F.4 <ul style="list-style-type: none"> Students indicate a piece of playground equipment that they would like to use at that moment. Students cross the road safely using traffic lights/signs/supervisor. Students modify dress according to changing weather conditions. Students communicate how/why they are feeling a particular way. Students communicate why they or another person has done something. 	TCC F.5 <ul style="list-style-type: none"> Students sort unfamiliar objects into old and new. Students choose a particular food for a family celebration. Students draw places that are special to them. Students choose things that are special to them. Students share what is special to them.
All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.					

Foundation Level: Place and Space

Level Statement at Foundation Level:		Students are developing an understanding that there are different environments and can indicate which environment they are in. Students demonstrate a preference for a particular place or places. Students are developing an understanding that each environment can be used in a variety of ways and can present information about their use of an environment.				
Key concepts	Human–environment relationships	Processes and environments	Stewardship	Spatial patterns	Significance of place	
	<p>types of environments</p> <ul style="list-style-type: none"> familiar (home, school, respite care) social (home, school, camp, taxi, playground, gym) natural (waterways, forest, coast, grassland) built (school, home, shops, pool, picnic areas, sporting facilities, gardens) <p>human activities in various environments</p> <ul style="list-style-type: none"> familiar (eat, sleep, play, travel, work) social (games, rules, cooperation, routines, enjoyment, work, travel) in natural places (observe, look, smell, listen, touch, swim, build sand castles, climb, run, yell, dig, paddle, work) in built places (smell, listen, touch, look, taste, eat, work, recycle and reduce rubbish, shop, look, jump, float, swing) 	<p>natural elements within environments</p> <ul style="list-style-type: none"> plants animals simple landforms (waterways, mountain, beach, flat ground, erosion) observable features of the sky (sun, clouds, moon) <p>natural processes and actions in environments</p> <ul style="list-style-type: none"> plant life cycle (growing, flowering, seeding, dying) animal life cycle (birth, growing, dying) natural conditions (sunny, rainy, rocky, sandy, muddy) natural actions (flowing water, waves, winds, flood) <p>natural conditions</p> <ul style="list-style-type: none"> weather (rainy, windy, sunny, hot, cold) land conditions (muddy, sandy, rocky, flat) 	<p>needs</p> <ul style="list-style-type: none"> animals — food, water, shelter, air plants — water, sunlight, air <p>care of living things</p> <ul style="list-style-type: none"> feeding watering grooming cleaning weeding trimming loving respecting treasuring 	<p>places in familiar environments</p> <ul style="list-style-type: none"> rooms classroom school places in school home local community <p>information about places</p> <ul style="list-style-type: none"> elements of a place (desk, plants, toys) boundaries (fence, gate) size (big, small) distance/location (far, close) <p>types of representations of places</p> <ul style="list-style-type: none"> collage of shells, sticks, leaves, seaweed display of photographs, drawings work sheets cut and paste class storybook 	<p>special places in various environments</p> <ul style="list-style-type: none"> familiar (own bedroom, classroom area, playground) natural (favourite area in the garden, favourite activity at the beach, playground) built (own chair, table, equipment, favourite sport/hobby) social places where people are special (respite care, home, school, parts of the school, friend's place) <p>expressions of care for a special place</p> <ul style="list-style-type: none"> looking after personal property respecting other people's property respecting various natural places 	
Key processes	Investigating	Creating	Participating	Communicating	Reflecting	
	<p>Students can investigate by</p> <ul style="list-style-type: none"> observing (smelling, tasting, touching, seeing, hearing) representing information asking questions recognising identifying comparing 	<p>Students can create by</p> <ul style="list-style-type: none"> responding to stimuli applying curiosity making representations transferring knowledge/skills 	<p>Students can participate by</p> <ul style="list-style-type: none"> becoming engaged in activities contributing to activities sharing responding to offers of help helping others identifying and asking for help cooperating (taking turns) 	<p>Students can communicate by</p> <ul style="list-style-type: none"> representing information about a place listening/viewing speaking/signing giving information following directions matching 	<p>Students can reflect by</p> <ul style="list-style-type: none"> identifying special places clarifying using a place comparing asking questions choosing 	
Examples of learning outcomes developed from the level statements for Foundation Level						
	<p>PS F.1</p> <ul style="list-style-type: none"> Students indicate a knowledge of the environment they are in. Students sort pictures of familiar places into categories. Students respond to different environmental conditions (dress appropriately, choose relevant play activities). Students match activities to particular areas of the school. 	<p>PS F.2</p> <ul style="list-style-type: none"> Students make a representation of an element of the natural environment. Students match elements of the natural environment with associated processes (rain and puddles). Students respond to natural processes (smelling the air after rain, wearing appropriate clothing on warm days). 	<p>PS F.3</p> <ul style="list-style-type: none"> Students care for animals or plants. Students identify those who care for them. Students practise identified cooperative behaviours with caregivers. Students ask for help to satisfy their needs. 	<p>PS F.4</p> <ul style="list-style-type: none"> Students create a representation of their favourite place. Students identify an appropriate shop for particular goods and services. Students contribute to a class collage of a place they enjoyed visiting. Students explain/demonstrate how to reach a particular part of the school. 	<p>PS F.5</p> <ul style="list-style-type: none"> Students collect artefacts associated with a place they enjoy. Students care for a favourite place. Students communicate feelings associated with places where they do not feel comfortable. Students describe feelings associated with a special place. Students choose places to be in and what to do in that place. 	
<p>All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.</p>						

Foundation Level: Culture and Identity

Level Statement at Foundation Level:		Students participate in personal routines and celebrations and are developing an understanding of their family's routines and celebrations. Students are developing an understanding that each individual is unique and are developing an understanding of gender. Students are developing an awareness that their needs are usually met by others and can indicate when their needs are not being met.				
Key concepts	Cultural diversity	Cultural perceptions	Belonging	Cultural change	Constructions of identity	
	cultures <ul style="list-style-type: none"> familiar cultures (school, family, interest groups) ethnically diverse cultures elements of cultures <ul style="list-style-type: none"> food clothes music dance artefacts (birthday cards, decorations) customs gestures language religion story 	perceptions of roles according to gender <ul style="list-style-type: none"> socially acceptable behaviour (protective behaviours) work roles at school, home, play, shops, community girls' and boys' use of equipment, games, toys, space perceptions of roles according to age <ul style="list-style-type: none"> baby, student, young and elderly adult perceptions of roles according to ability <ul style="list-style-type: none"> range of abilities in familiar settings (home, school) 	personal needs <ul style="list-style-type: none"> physical (food, clothing, shelter) emotional (comfort, love, to belong) health and safety (medication, caregiver help, therapy) communicating needs <ul style="list-style-type: none"> direction entertainment/enjoyment crying asking sharing giving and receiving demanding 	familiar celebrations <ul style="list-style-type: none"> birthday personal milestones mothers'/fathers' day religious events Anzac Day multicultural days Indigenous events and celebrations personal routines <ul style="list-style-type: none"> dressing making bed, cleaning room safety practices, bike safety meal procedures visiting people shopping medication/therapy 	uniqueness of individuals <ul style="list-style-type: none"> physical cognitive emotional self-image gender ethnicity/culture religion language family respect for self and others special people in their life personal preferences 	
Key processes	Investigating	Creating	Participating	Communicating	Reflecting	
	Students can investigate by <ul style="list-style-type: none"> observing (smelling, tasting, touching, seeing, hearing) representing information asking questions recognising identifying comparing responding (moving) 	Students can create by <ul style="list-style-type: none"> responding to stimuli applying curiosity making representations transferring knowledge/skills classifying/categorising 	Students can participate by <ul style="list-style-type: none"> engaging in activities contributing to activities sharing identifying and asking for help cooperating (taking turns) responding to offers of help helping others 	Students can communicate by <ul style="list-style-type: none"> representing information giving information listening/viewing speaking/signing following directions matching responding (moving) 	Students can reflect by <ul style="list-style-type: none"> identifying clarifying using comparing asking questions to clarify choosing 	
Examples of learning outcomes developed from the level statements for Foundation Level						
	CI F.1 <ul style="list-style-type: none"> Students draw a picture of their family at mealtime. Students represent information about a variety of cultures. Students observe (taste, smell, touch, look at, listen to) food from a range of cultures. 	CI F.2 <ul style="list-style-type: none"> Students identify familiar adults as men or women. Students classify familiar people according to age and/or work roles. Students make representations of familiar people. Students role-play protective behaviours for various situations. 	CI F.3 <ul style="list-style-type: none"> Students represent people with whom they interact in particular places. Students contribute to food-making activities. Students identify particular assistance and when it is required. 	CI F.4 <ul style="list-style-type: none"> Students celebrate a peer's birthday. Students follow directions to create artefacts for celebrations. Students follow directions for a particular personal routine. Students carry out appropriate routines to meet their needs. 	CI F.5 <ul style="list-style-type: none"> Students identify photographs of themselves at particular stages of their life. Students match photographs of significant adults/peers to the 'real' person. Students identify a range of their own physical characteristics. Students share favourite things. Students make personal choices. 	
All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.						

Foundation Level: Systems, Resources and Power

Level Statement at Foundation Level:		Students participate in a variety of contexts and are developing an understanding of the need to cooperate in these contexts. Students are developing an understanding that resources can be obtained from various sources and can use some resources to meet their needs and wants. Students are developing an understanding that individuals are different.			
Key concepts	Interactions between ecological and other systems	Economy and business	Participation in decision making	Citizenship and government	Access to power
	ecological systems <ul style="list-style-type: none"> local (school garden, pond, large tree, terrarium, wormery) agricultural ecosystem (farm, fishery) natural elements of ecosystems (plants, animals) other systems <ul style="list-style-type: none"> business (shops, services) health (workers, services) social (people and relationships) transport (types, routes) interactions between ecological and other systems <ul style="list-style-type: none"> personal actions within a natural environment (waste disposal) recreation in particular ecosystems (water activities, bush activities) work in natural environments 	economies and businesses <ul style="list-style-type: none"> local places where goods are accessed local places where services are accessed shops (variety of goods, size of shops) transport (car, taxi, bus, train, boat) farms (animal and plant activity) banks food outlets (takeaway, restaurants) money (buying and selling) roles in economy and business <ul style="list-style-type: none"> consumer, retailer work roles at school, home, play, shops, community unpaid and paid work gender roles 	participating in cooperative contexts <ul style="list-style-type: none"> home, school, class excursions, camps transport feeding toileting cooperating with people <ul style="list-style-type: none"> cooperating with various people following directions taking turns sharing (toys, food, space, parents) acting peacefully caring for shared resources decision making <ul style="list-style-type: none"> following, reviewing, making rules making personal choices that do not affect others negatively 	citizenship <ul style="list-style-type: none"> personal actions in social contexts based on individual <ul style="list-style-type: none"> abilities interests choices cooperative behaviour in various social settings government <ul style="list-style-type: none"> familiar rules and laws in various social settings (school, transport, street, shop, restaurant, playground) people with authority to help and protect (teacher, therapist, principal, police officer, transport driver) 	power <ul style="list-style-type: none"> feeling safe feeling valued resources to meet personal needs rights and rules that protect access to power <ul style="list-style-type: none"> available resources and services people who help and protect equipment money knowledge about <ul style="list-style-type: none"> wheelchair access locations who to rely on for help Protective Behaviours routines skills ability to communicate information technology skills having personal choice
Key processes	Investigating	Creating	Participating	Communicating	Reflecting
	Students can investigate by <ul style="list-style-type: none"> observing (smelling, tasting, touching, seeing, hearing) representing information asking questions recognising and identifying comparing 	Students can create by <ul style="list-style-type: none"> responding to stimuli applying curiosity making representations transferring knowledge/skills 	Students can participate by <ul style="list-style-type: none"> cooperating becoming engaged in activities contributing to activities sharing responding to offers of help helping others identifying and asking for help 	Students can communicate by <ul style="list-style-type: none"> representing information listening/viewing speaking/signing giving information following directions matching 	Students can reflect by <ul style="list-style-type: none"> identifying clarifying using comparing asking questions choosing
Examples of learning outcomes developed from the level statements for Foundation Level					
	SRP F.1 <ul style="list-style-type: none"> Students work together to create a collage of some elements of a natural environment. Students communicate where they may locate a drink. Students record observations of human activity in natural places. Students describe natural materials used in building. 	SRP F.2 <ul style="list-style-type: none"> Students practise identified behaviours in a food outlet. Students use money in real-life and lifelike situations. Students practise routines associated with travelling on public transport. Students identify various shops/workers/services in the local community. 	SRP F.3 <ul style="list-style-type: none"> Students follow safety directions when travelling by school bus or taxi. Students contribute to a collage of sports or hobbies they enjoy with others. Students share toys/equipment/people/places with others. Students identify behaviours appropriate for an upcoming excursion. 	SRP F.4 <ul style="list-style-type: none"> Students communicate personal preferences in ways that do not impose on others. Students recognise that their peers communicate in different ways. Students practise identified cooperative behaviours with peers/authority figures. Students identify people in authority. 	SRP F.5 <ul style="list-style-type: none"> Students identify people who assist them. Students identify shops that sell particular items. Students match resources to the place in which they might be found. Students choose and access toys/games/equipment that they want to use. Students practise routines associated with accessing public transport.
All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.					